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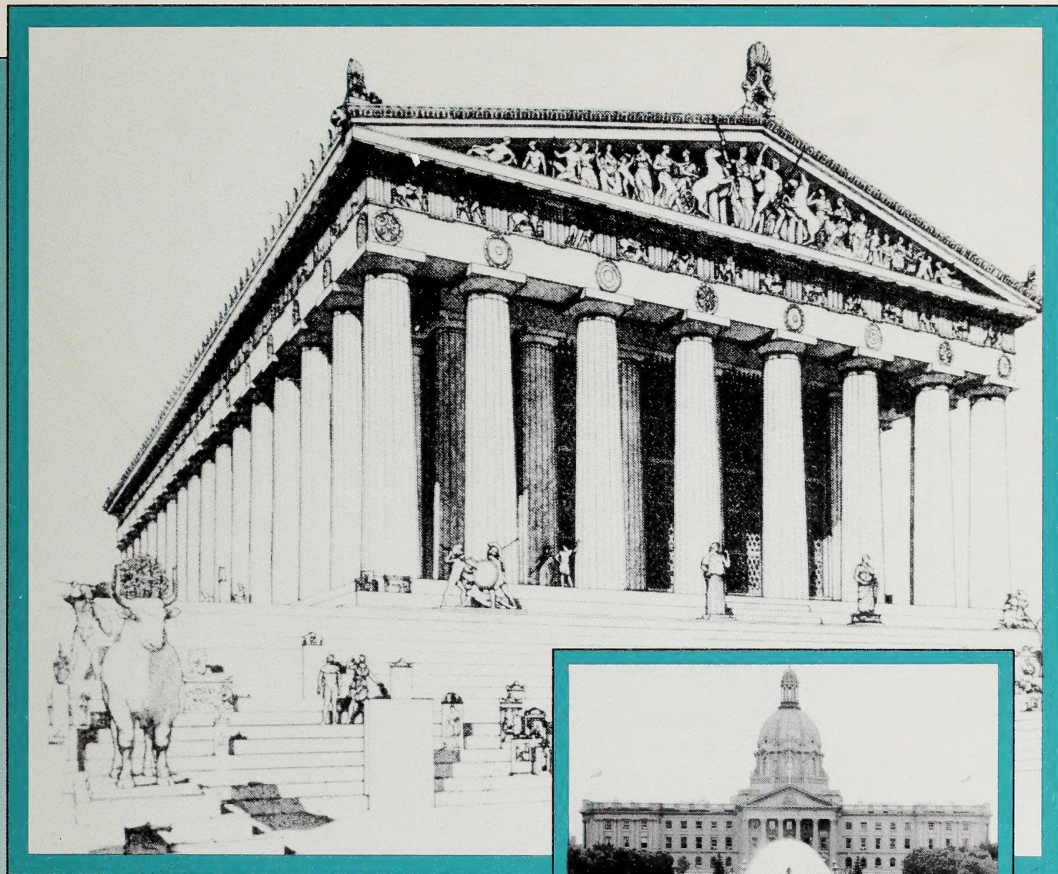
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ART 11

Module 3



Artifacts Enhance
Our Way of Living



**Distance
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Art 11

Module 3

ARTIFACTS ENHANCE OUR WAY OF LIVING



**Distance
Learning**

Alberta
EDUCATION

Cover Photo

The Parthenon, Ancient Greece, 447-432 B.C.,
Athens. ART Resource, N.Y. *Sightlines* 2775.



Alberta Legislative Building, Edmonton, Alberta.

Art 11

Student Module

Module 3

Artifacts Enhance Our Way of Living

Alberta Distance Learning Centre

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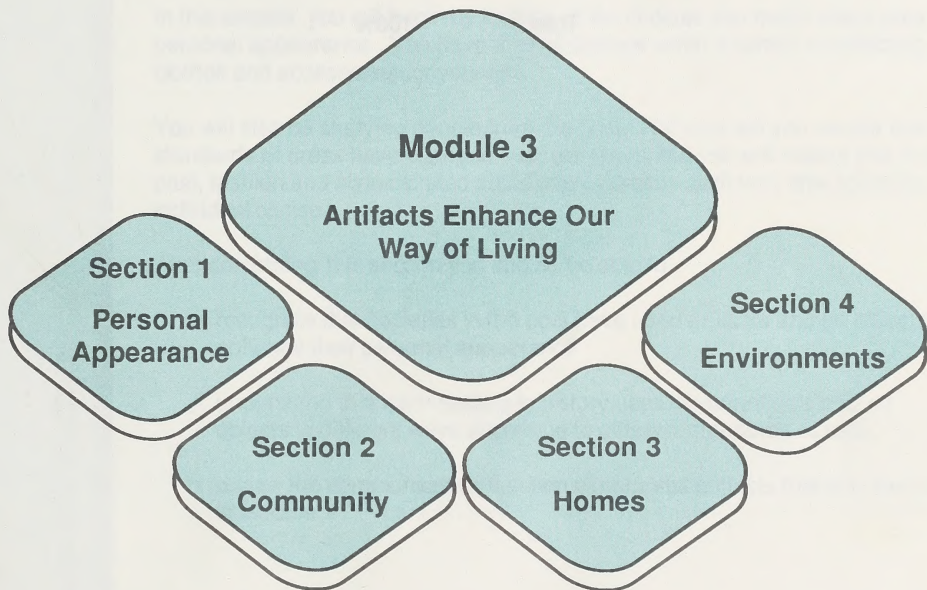
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OVERVIEW

Do you ever try to improve the appearances of things? Do you like to make changes in your environment? Knowing about the power and the function of art can help you change the appearance of your community, your environment, your home, and even yourself. In this module, you will focus on the many ways that art can function to improve appearances.



Module 3 is made of 4 interrelated parts.

Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet. You must complete all assignments. In this module you are expected to complete four section assignments. The assignment breakdown is as follows:

Section 1	25%
Section 2	25%
Section 3	25%
Section 4	25%
Total	100%

SECTION 1

PERSONAL APPEARANCE

When it comes to personal appearance, people have always used clothes, jewelry, and makeup to improve the way they look.

African tribal people use body paint, Egyptian women and men used elaborate eye makeup, Victorian people relied on elegant fashionable clothing; whatever the period in history, whatever the standard of style, people have shared a common desire to enhance their physical appearance.

In this section, you will begin by looking at the choices you make about your personal appearance. You have a lot of choices when it comes to selecting clothes and accessories for yourself.

You will also be studying people from the past. Not only will you realize that standards of dress have changed over the years, but you will realize that in the past, fashion and style dictated standards of dress – with very little room for individual choice.

After completing this section you should be able to

- recognize that societies in the past have used artifacts and art objects to enhance their personal appearance
- understand that each society in history uses these artifacts and art objects in different ways according to different standards of style
- review the communicative function of personal artifacts that you studied in Module 1

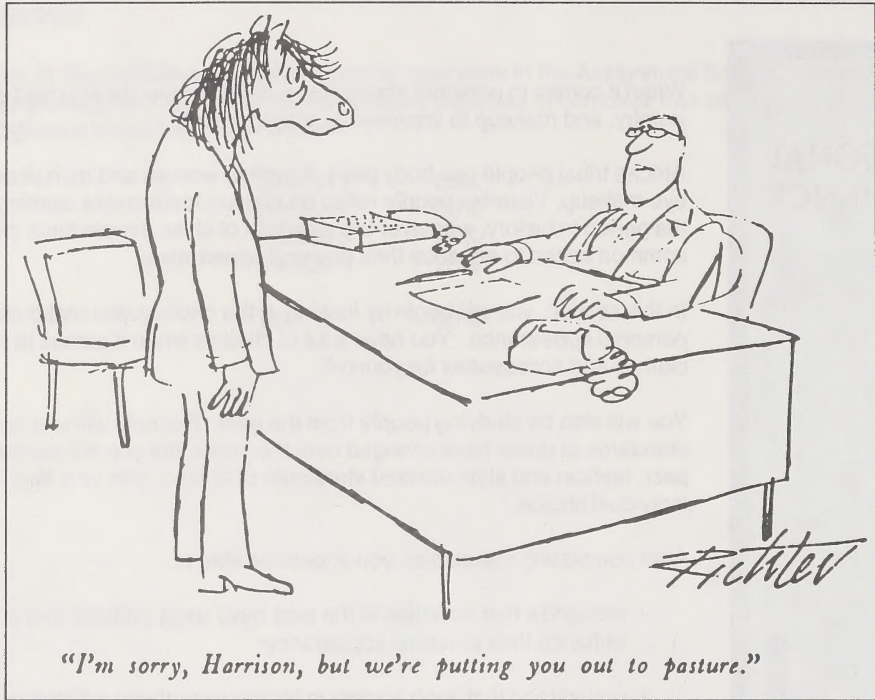


Illustration 41. Cartoon. Drawing by Richter; 1982. The New Yorker Magazine, Inc.

If most people are honest with themselves, they will admit that they would like to make the most of the way they look. This is true of both males and females.

Some people, like Harrison in the cartoon, are motivated to improve their physical appearance for success at work. Others do it to attract the opposite sex. For some, it is simply a case of self-satisfaction and self-confidence.

Activity 1: Dressing for the Occasion

Physical appearance can be enhanced by choosing pleasing clothes, jewelry, and accessories.

Most people dress for the occasion. Staying home on a Saturday morning watching television is different from dressing up to go to a dance or to go out for dinner.

Fill in the chart which follows.

- Indicate three different dress-up occasions (for example, going to school, going to work, going to a school dance).
- In each case, note the clothes you would wear, jewelry and accessories you would choose, preparation of hair and makeup.
- For each occasion, note the approximate preparation time.

Answers may be written in point form. If you find you have more to write and the chart is completed, continue on a blank page.

	WARDROBE (CLOTHES, JEWELRY, ACCESSORIES)	HAIR AND MAKEUP	PREPARATION TIME
Occasion 1			
Occasion 2			
Occasion 3			

Check your answer(s) by turning to the Appendix, Section 1: Activity 1.

Activity 2: Using Art in Advertising

Societies throughout history have used artifacts and objects in different ways.

Illustration 42 is a painting by John Sargent done in 1884. It is titled *Madame X*. Sargent presents the woman in a very simple, elegant way, uncharacteristic of late Victorian portrait painters. Even today, this picture represents a symbol of elegance and style.

Illustration 43 is a photograph of an advertisement. The graphic artist has copied Sargent's *Madame X* and included her in the advertisement.



Illustration 42. John Singer Sargent, *Madame X*, 1884. Oil on canvas. 6'10 1/8" x 3'11 1/4" (2.08 m x 1.19 m). The Metropolitan Museum of Art, New York, Arthur H. Hearn Fund, 1916. See also *Sightlines* 11425.



Illustration 43. David Vine. Advertisement based on John Singer Sargent's *Madame X* for Sweet & Co. Advertising Inc. client: Selig Manufacturing Co.



After you look at these two pictures, answer the following questions.

1. What product is being advertised in Illustration 43?

2. What design aspects of the product are being focussed on in this advertisement?

3. Why has the graphic artist used this particular woman in this advertisement?

4. Why did the painter, Sargent, choose to present the figure in such a simple setting?

5. Can you spot any subtle differences in Sargent's *Madame X* and the woman in the advertisement? Describe the differences you see.

Check your answer(s) by turning to the Appendix, Section 1: Activity 2.

Activity 3: Enhancing Personal Appearance

People in the past have used artifacts and art objects to enhance their personal appearance.

In the past, men as well as women have dominated the world of fashion. They used makeup, spent hours on their hair (wigs), and wore elaborate clothes.



If you have access to the laserdisc *Sightlines*, find and view frame 2775.

OR



Turn to picture 36, Jean Clouet, *Francois I, King of France*, in your Art 11 Booklet of Reproductions.

This painting was done by a French court painter, Jean Clouet in 1525. The subject is King Francis I.

1. List the stylistic features of this portrait that might be interpreted today as somewhat feminine.

2. Despite the elements of elegant fashion in the painting, there is no doubt about the masculinity and power of King Francis I. How does the artist, Jean Clouet, communicate this feeling of composure and power?

Check your answer(s) by turning to the Appendix, Section 1: Activity 3.

Follow-Up Activity

The following are enrichment activities you may wish to do.

Do either or both of the following questions.

Study the pendant on the right.

This piece of jewelry is made from silver and semiprecious stones. It is 1 3/4" (4.45 cm) in length. It is quite old and was made around 1920. This pendant was unique at the time because of its simplicity of materials and form. Most jewelry from that period was very ornate and elaborate.

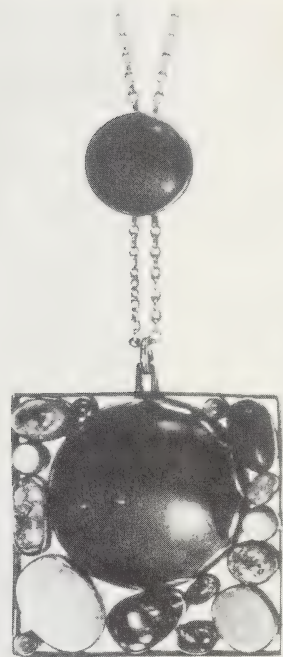
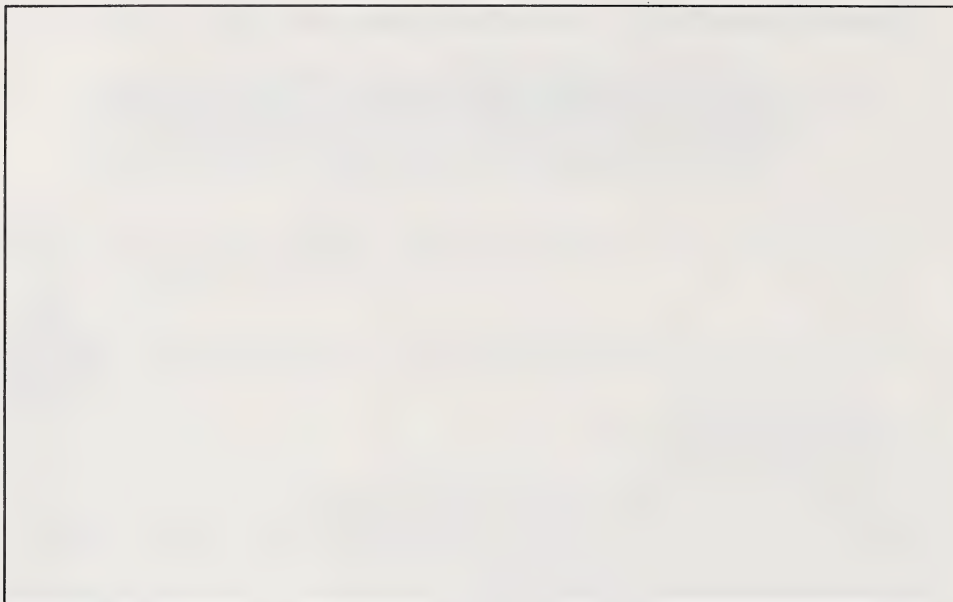


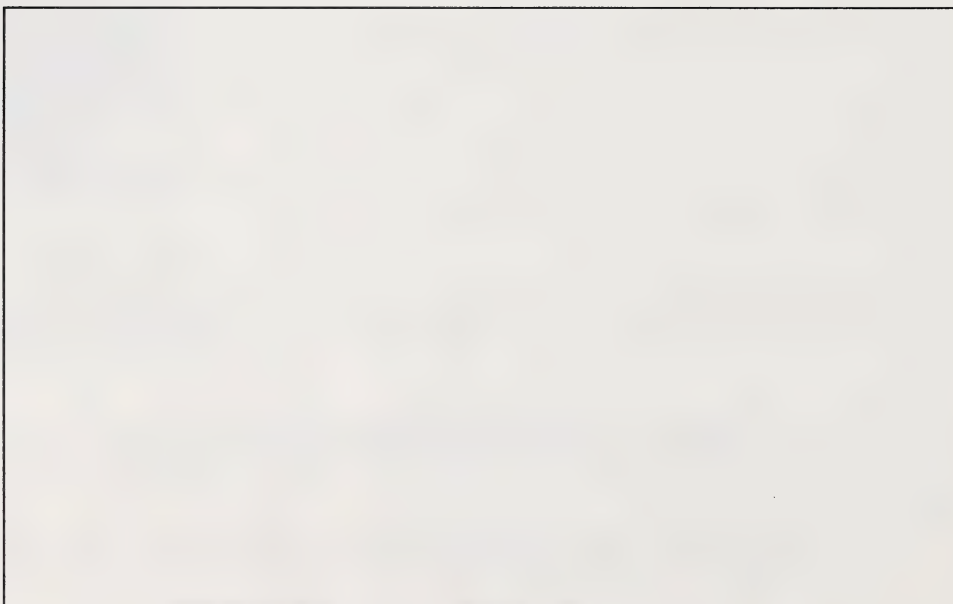
Illustration 44. Joseph Hoffmann with Wiener Werkstatte, Vienna. Jugendstil Pendant, silver and semiprecious stones, height 1 3/4 inches (4.45 cm). German National Museum, Nuremberg.

1. a. From a magazine, cut out a picture of a model whose hairstyle, clothes, and accessories (shoes, belts) would go with the pendant. Your picture may be composed of separate pieces or a complete image.
- b. Repeat the process again. This time select a model whose hairstyle, clothes, and accessories do not go with the pendant.

a.



b.



Share your pictures with a partner.

Study the picture below.

This picture is a photograph of clothes, accessories, jewelry in a particular location – a phone booth.



Illustration 45. Domino, The Globe and Mail, September 1988. Used with permission of the photographer, Mitchell Feinburg, Paris.

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Conclusion

Assignment Booklet

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SECTION 2

COMMUNITY

As a tourist visiting the sites of ancient Greece, you stand within the Acropolis gazing up at the temple called the Parthenon (erected 448–432 B.C. by Ictinus and Callicrates). You marvel at its beauty, symmetry, art, and organization. You are experiencing the eternal search for artifacts to enhance a community.



If you have access to the laserdisc *Sightlines*, find and view frame 5205.

OR



Turn to picture 37, Ancient Greece, *The Parthenon*, in your *Art 11 Booklet of Reproductions*.

Architecture protects you from the elements of nature and also serves the community with public structures such as schools, libraries, government buildings, and factories. Like the Parthenon, some buildings today are adorned with artworks for enhancement and public viewing.

In this section, you will examine how communities erect and organize their cities/towns with buildings and community artworks.

After completing this section, you should be able to

- recognize that architecture serves the needs and interests of communities
- understand that public artworks complement architecture and the community
- appreciate architectural designs as enhancing the community
- explain urban planning and redevelopment as serving a community

Can you remember the place in which you grew up? Do you remember the locations of the stores, government offices, factories, and homes? Was your home located together with others away from commercial buildings? If this was the plan, then you could say you lived in the “suburbs” and you would go shopping “downtown,” couldn’t you? This is the plan of most cities.

Cities have expanded over the past century. After World War II, shopping centres emerged to serve the needs of the community. Many people moved out of the city as it grew. As a result, you could see a deterioration within the inner city. Buildings were abandoned and disused.

Communities began to realize the historical value of old buildings. Laws have been enacted in some provinces to preserve these links with the past. What do you think happened to these derelict buildings within the city core?

Redevelopment was the answer! Architects and urban planners gave new life to the inner city by converting these buildings into tourist attractions, apartments, boutiques, and trendy restaurants.

Architects, urban planners, and highway engineers are still striving to create new concepts to enhance communities. The Calgary Project 15 provides connecting bridges to buildings in the downtown core. Montreal provides an underground system of walkways and subways to shield shoppers from the harsh winters. These are only two systems which help to enhance a community.

Activity 1: Working With a Community Plan

Architecture serves the needs and interests of communities.

1. Refer to Illustration 46, the town map that appears after the following questions. Observe it carefully.
 - a. Make a list of the things which are impractical with this plan. (The following parts of this question may be helpful in making up your list.)

- b. If you were at school, what problems would you encounter trying to get to the playground?

- c. Where would you locate factories?

- d. Where would you locate a chemical factory?

- e. If you were a fireman, would you like to see traffic from the movie house and hospital parked in front of the station?

- f. Would you find it convenient to go to city hall, the library, and the post office?

- g. What traffic problems would you meet if you went shopping at the department stores and pharmacy?

h. Would you like your house close to a highway?

i. If you lived on the east side, would it be convenient to get to the gas station?

j. If you lived on the north side, would you have easy access to the park?

k. Would you like your school to be on a main street and beside a tavern?

Check your answers by turning to the Appendix Section 2: Activity 1.

Community planners take into consideration many of the concerns you have addressed in answering these questions.

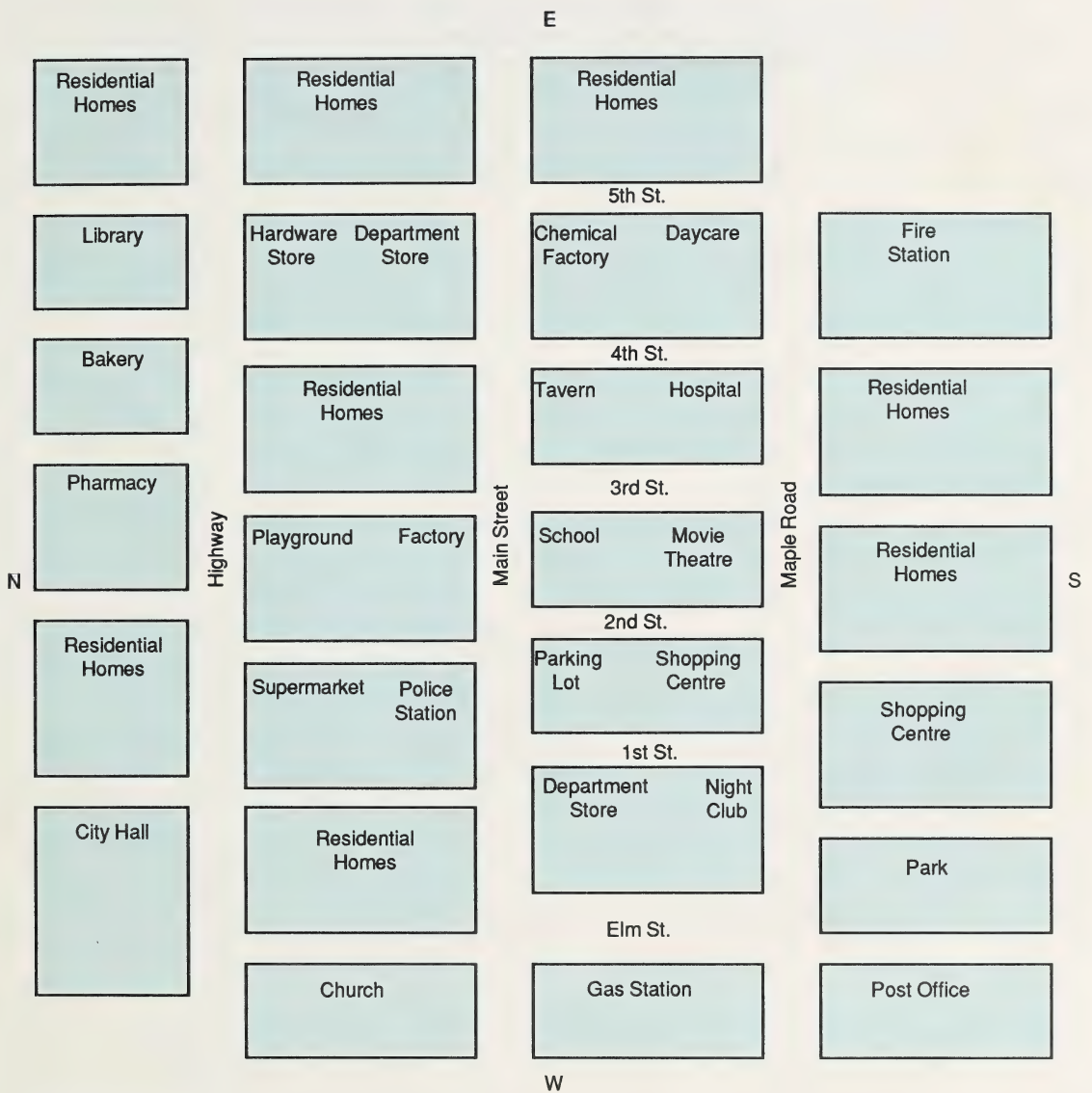


Illustration 46. Town map.

2. Take a walk to the central area of your village, town, or city. Draw the plan and label the buildings. Make a note of any industrial, commercial, recreational, or entertainment sites. (If you live in an isolated location this exercise can be done using a nearby settlement.)

Draw your plan on this page.

3. You have been hired as an urban planner and you have to redesign and redevelop the town diagramed in question 1. Refer to the map (Illustration 46) in question 1 from Activity 1. Cut out the shapes. Rearrange and glue these sites to create an attractive, functional, and practical town.

Organize your town on this page.

Check your answer(s) by turning to the Appendix, Section 2: Activity 1.

Activity 2: Enhancing Architecture and the Community

Public artworks complement architecture and the community.



Illustration 47. *The Parthenon*, view from the west. Reconstruction by G.P. Stevens. American School of Classical Studies. Athens.

The Parthenon, the temple sacred to Athena Parthenos, was the first and largest structure built on the Acropolis (the central hill) in Athens, 448 to 432 B.C.

1. Refer to Illustration 47, *The Parthenon*, to answer the following questions.
 - a. Do you see any sculptures around or on the building?

b. Where are they located?

c. Looking at where these artworks are placed, would you consider them to be for the public?

d. Do these artworks complement the building? Cover up the artworks with paper. Does the building seem different? Does it appear stark and severe?

e. What kind of balance is used in the plan? Would you say it is **symmetrical** or **asymmetrical**? Do the columns on the side and front give unity to the structure?

f. Looking at the Parthenon and its location, would you consider this an important building to the ancient Greeks?

g. What do you imagine it was used for? A meeting place? For what?

Check your answer(s) by turning to the Appendix, Section 2: Activity 2.

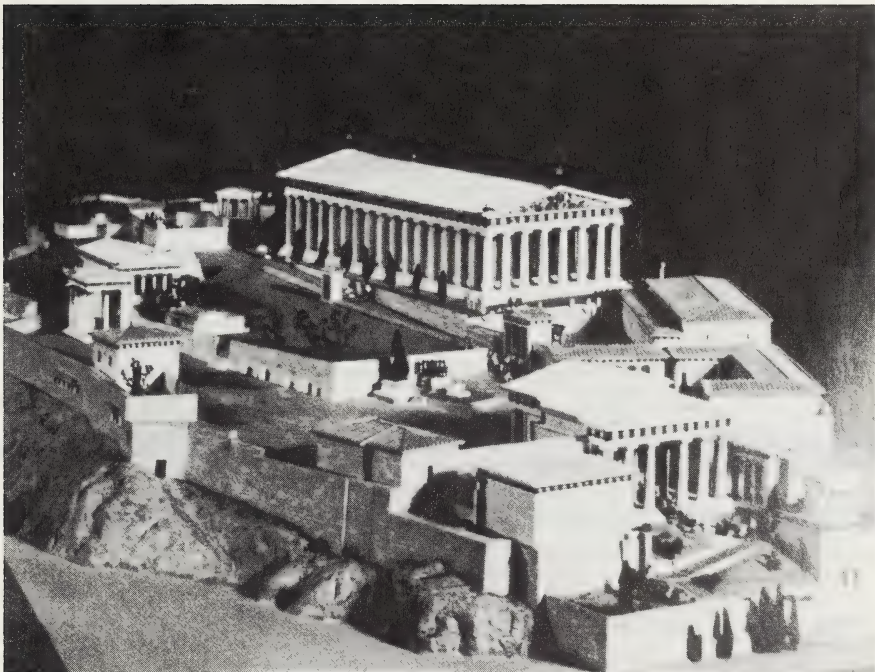


Illustration 48. *Model of the Acropolis*, by G.P. Stevens. Royal Ontario Museum, Toronto.

The Parthenon was used by the community to pay homage to the goddess Athena. It used art to enhance a public building and also to enrich the lives of the citizens.

In modern times, public buildings have changed to suit the interests and needs of the people. Art is still used with architecture today for public viewing, but with slight variations.

2. Take a trip to an important public building in your area and then answer the following questions.

- a. Is it a large structure? Does it appear more important than other buildings next to it? Go in and find out what services are offered to the community. List them.

- b. Are there any sculptures and gardens outside?

- c. Are there any decorations, photographs, paintings, or other artworks hanging in the building?

- d. Do these artworks (if any) enhance the interior? Why? Is it because they make the place more colourful, more relaxing, or more human?

- e. Do you have artifacts in your home? Pictures or posters on your walls? Make a list of the reasons why you have them in your surroundings.

- f. Would these same reasons listed in question e. apply to your public buildings? Why or why not?

Check your answer(s) by turning to the Appendix, Section 2: Activity 2.

Activity 3: Looking at Today's Architecture

Architectural designs enhance the community.

1. Take a walk outside your home. Study the structure and materials carefully. Then answer these questions.

- a. What materials did the builder use on the exterior? List them.

- b. Are these materials found naturally around the area?

- c. Do these materials fit into the surroundings or detract from them? Why? List your reasons.

- d. Are there other homes similar to yours nearby or is yours completely different? If it is completely different, does it appear to fit into the community?

- e. Does your home cover most of the yard area or is there a complementary space around the building?

2. Look carefully at picture 38, Ron Thom, *Dodek Cottage*, in your *Art 11 Booklet of Reproductions* and answer the following questions.

- a. What materials have been used to build this cottage?

- b. What reasons could you offer for using these materials? List them.

- c. Are the trees close to the house or did the builder clear a space around the house? List the reasons why the plant life was kept intact.

- d. Is the cottage very tall, overpowering the trees, or is it neatly tucked among the greenery? Why? List your reasons.

- e. Could you say that the architect planned this cottage to blend into the area? Could this be an example of an architectural design enhancing a community? Or does it detract? List your reasons.

Check your answer(s) by turning to the Appendix, Section 2: Activity 3.

You have just considered some questions architects must ask when they design buildings. Structures are erected to enhance a community, not take away from it. Some things architects take into consideration are climate, geography, and environment to determine materials, height, and design of a structure.

Follow-Up Activities

If you had difficulty understanding the concepts in the activities of this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts it is recommended that you do the Enrichment.

Extra Help

Do one or both of the following questions.

1. Imagine you are an architect. You are to design a concert hall in a park for your community. Select a convenient site considering traffic flow and access. Draw a plan of this project.

2. Look at the real estate section of your community newspaper. Find a picture of a house for sale. Make a list of the enhancing visual features which would encourage you to purchase this house.

Check your answer(s) by turning to the Appendix, Section 2: Extra Help.

Enrichment

Do one or both of the following questions.

1. Your community is growing rapidly. There is a need for more housing development. Develop a plan for this futuristic community. Consider space, technology, needs, and interests.

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Check your answer(s) by turning to the Appendix, Section 2: Enrichment.

Conclusion

Architecture, public art, urban planning, and redevelopment are visual things that beautify our environment. Buildings are designed not only to suit the geography, climate, interests, and needs of people, but also serve as visual enhancement for a community.

An icon representing an assignment booklet, showing a white rectangle with the text "Assignment Booklet" inside, set against a light blue background.

Assignment
Booklet

Turn to your Assignment Booklet and do the assignment(s) for this section.

SECTION 3

HOMES

If you have ever hiked into the wilderness, you know that you must make careful plans about what to take to make your trip comfortable. You take certain objects and tools that you will need for comfort and survival, but these things are few. When you return from your trip, many objects in your everyday life are appreciated more than before because you were forced to live without them.

Make a mental list of the objects you would miss most if you were required to spend a long time in the woods or on a desert island. Chances are good that you chose some objects because they made your life more comfortable and visually interesting. These are the designed objects that enhance homes and environments, and many artistic decisions are made about how they will look, feel, work, and endure.

The objects you need are designed by industrial designers, interior designers, engineers, and architects – people who specialize in the planning of tools and spaces for living. The built and manufactured objects you buy and use everyday don't always seem like artworks, but when you choose a certain model of car, type of chair, or style of teapot, you are choosing something for how it serves your needs and also for how it looks – how it appeals to many of your senses.

When you have completed this section, you should be able to

- understand that choices about tools for living are based on personal preference, purpose, economy, and comfort
- understand that the arts of the home have both decorative and functional purposes
- consider aspects of design that are both decorative and practical
- identify your own preferences and justify them in design terms
- identify some different styles of objects for home interiors
- identify some different decorative art forms used in making objects for homes
- make an informed judgment about a work of environmental art
- understand effects of changing taste and technology on the objects we choose

Look around your home and study space. You are surrounded by objects that are specially made to serve certain purposes. Many of them are also made to be visually interesting. Artistry is also involved when communities, parks, buildings, and yards are planned. Human beings tend to change the environment to suit their needs, to make it possible for them to have shelter and privacy, to move easily from place to place, and to meet together in groups. For all of these needs and wants, designers provide solutions. Homes, freeways, schools, offices, and arenas are useful and interesting to look at and to be in because a designer was involved in their planning.

Artists/designers sometimes do things deliberately to call attention to everyday objects or the environment.

Look carefully at the following pictures in your *Art 11 Booklet of Reproductions*.

Picture 39, Salvador Dali, *Mae West's Lips, Chair*.

Picture 40, Claes Oldenburg, *Clothespin*.

Picture 41, Christo, *Valley Curtain*.

What ideas about chairs, household objects, and the outdoors come to your mind? How do these artworks change your thinking about tools and spaces?

Now select an object that you use often. Consider how it fits into your life and your surroundings. Ask yourself the following questions.

- How do you use it?
- Is it meant to last or be used up and replaced?
- Do you enjoy using it?
- Does it serve its purpose well?
- Do you have to give it special care?
- Do other people use a similar object in the same way?
- What do you like about how it looks or feels?
- How was it made?
- Does it have a special meaning for you?
- Do you know how it works? Can you fix it?
- What visual features helped you to select that object?

When you answer these questions, you will know a little more about the design of functional objects, and your own preferences and values.

Activity 1: Comparing Two Tables

There are aspects of design that are both decorative and functional. There are different styles of objects for home interiors.

Traditionally, furniture has been made of wood. Technology and design have introduced other materials used today in furniture making – glass, metal, and plexiglass. The use of new materials has caused a change in the design of furniture.

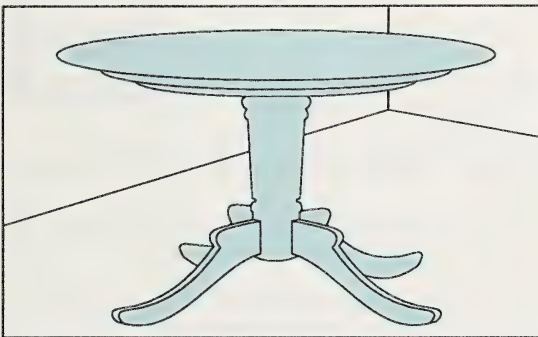


Illustration 49. 19th Century Pedestal Table.

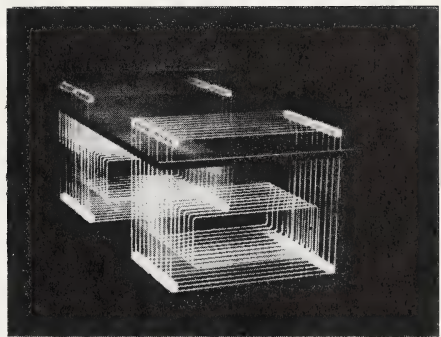


Illustration 50. Steven Weiss, Infinity Table, Plexiglass.

1. Look carefully at the two tables in Illustration 49 and Illustration 50.

Compare the two tables in the pictures. How do they differ in the following characteristics?

- a. shape

- b. structure (how they are put together)

c. weight (or mass)

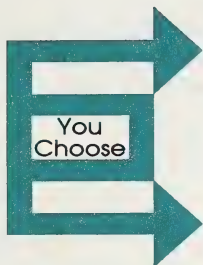
d. decorative aspects

2. Now, cut out from magazines two pictures of two different rooms. One picture should complement the style of the traditional wood table. One picture should complement the style of the contemporary plexiglass table.

Check your answer(s) by turning to the Appendix, Section 3: Activity 1.

Activity 2: Placing a Painting in a Room

Personal preferences are identified and justified in design terms.



If you have access to the laserdisc *Sightlines*, find and view frame 11408.

OR



Turn to picture 42, Mark Rothko, *Tan and Black on Red*, in your *Art 11 Booklet of Reproductions*.

Also, look carefully at the following pictures in your *Art 11 Booklet of Reproductions*. Picture 43, Georgia O'Keeffe, *White Trumpet*, 1932 and Picture 44, Paul Cézanne, *Still Life With Compote*.

Pretend that you take each painting and place it into one of the two interior rooms you cut out and used in Activity 1. Think about the design, colour, and size of the room as you make your choices. Also take into account any other furniture in the room. Explain why you have chosen that particular room for that particular painting. If you feel that the paintings fit into both rooms (for different reasons), explain why. If you feel neither room suits the paintings, explain why.

Check your answer(s) by turning to the Appendix, Section 3: Activity 2.

Activity 3: Comparing Car Designs

The design of objects is affected by changing taste and technology. The choice of tools for living is based on personal preferences, purpose, economy, and comfort.

Since the emergence of the car in the late 1870s, people have been improving and changing its basic design. Look at the cars in Illustrations 51, 52, 53, and 54. There are four different styles and vintages of cars ranging from 1886 to 1976. Seeing all four models together emphasizes how drastically this machine has changed in design.

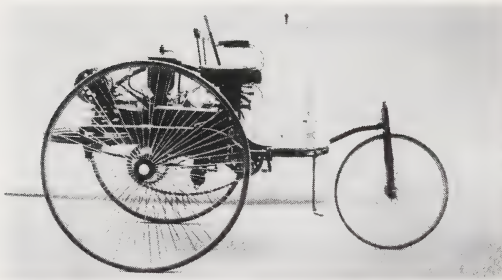


Illustration 51. Mercedes-Benz, 1886.

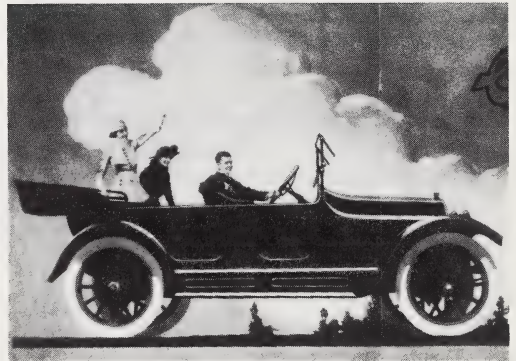


Illustration 52. Overland, 1916 (The Willys-Overland Company).

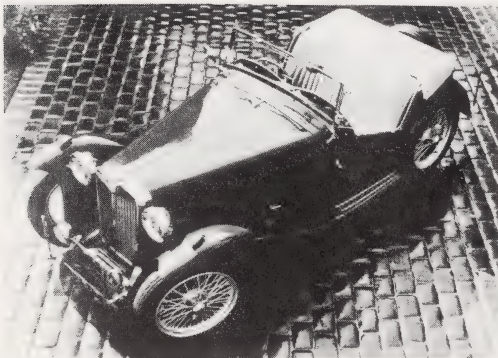


Illustration 53. MG TC, 1947 (British Leyland Motors Inc.).

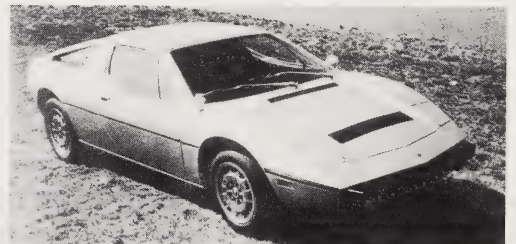


Illustration 54. Maserati Merak, 1976.

1. Take a piece of tracing paper, place it on top of the illustrations and trace just the wheel of each of the four models of cars. Use a fine marker or B pencil.

2. Look at your drawings. For each drawing comment on the changes in the following categories.

a. size:

b. proportion to the rest of the car:

c. construction:

Check your answer(s) by turning to the Appendix, Section 3: Activity 3.

Activity 4: Describing Styles

Aspects of design can be both decorative and practical.



Illustration 55. Bradley House, Peter Rose, architect. North Hatley, Quebec. Courtesy of Peter Rose.

1. Look carefully at Illustration 55, Bradley House, and choose four adjectives from the list below which best describe the house in the illustration.

old-fashioned
functional
rambling
gabled

decorative
compact
bungalow

2. Imagine you are a real estate agent writing an ad to promote the sale of this house. Write a short paragraph describing this house using the four adjectives that you selected. You may use others if you wish.

Check your answer(s) by turning to the Appendix, Section 3: Activity 4.

Follow-Up Activity

The following is an enrichment activity that you may wish to do.

The technology of the last twenty years has allowed artists to create environmental art; ambitious projects created to alter, but at the same time fit into the surrounding landscape.

Bulgarian-born artist Christo is an environmental artist. In 1971–72, Christo executed his *Valley Curtain*, a four ton bright orange plastic curtain, measuring at its highest point 365 feet (111.25 m) in height and spanning 1 250 feet (384 m) in length. The curtain was designed to be strung up between two mountains. By shocking us, Christo hopes to upset our complacent attitude towards our environment. Many critics, however, have called his work “an assault on the landscape.”

Turn to picture 41, Christo, *Valley Curtain*, in your *Art 11 Booklet of Reproductions*.

After studying the *Valley Curtain*, answer the following questions.

1. What do critics mean when they call Christo's work "an assault on the environment"?

2. Do you agree with this analysis? Justify your answer with reasons.

3. How has Christo changed the relationship and scale that traditionally exists between the environment and art?

Check your answer(s) by turning to the Appendix, Section 3: Follow-Up Activity.

Conclusion

Although many of the objects you use and choose to surround yourself with are designed to be functional, many are also designed to please the senses.

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Assignment
Booklet

Turn to your Assignment Booklet and do the assignment(s) for this section.

SECTION 4

ENVIRONMENT

You are standing in a garden. You look at a rose bush and wonder why people have cultivated plants in their surroundings.

You now realize that people have a rapport with their environment. We interact with nature. People seek ways of enhancing their outdoor environment with gardens, parks, playgrounds, and green spaces in the inner city.

Artists use the elements and principles of art to fill a space on a canvas in a beautiful and pleasing manner. The landscape architect (designer) uses the same elements and principles in designing gardens. Some formal gardens, especially in Japan, have spiritual and philosophical meanings.

In this section you will explore the universal aspects of landscapes and examine the functions they play in enhancing the environment.

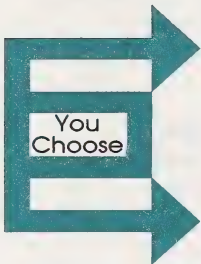
After completing this section, you should be able to

- appreciate the function of gardens in different cultures
- explain the necessity of green spaces in the community
- recognize formal and informal designs in landscaping

Activity 1: Appreciating Your Environment

Develop an appreciation for the necessity of green spaces in the community.

In Canada, many beautiful, natural settings have been created to enrich our environment and the lives of its citizens. Many parks can be admired and can serve as refuges for those who need to escape the city.



If you have access to the laserdisc *Sightlines*, find and view frame 18992.

OR



Turn to picture 47, Maligne Lake, Jasper National Park, in your *Art 11 Book of Reproduction*.

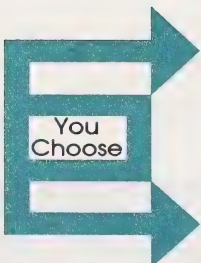


If you have access to the laserdisc *Sightlines*, find and view frame 19000.

OR



Turn to picture 48, Mt. Norquay, Banff National Park, with town of Banff in foreground, in your *Art 11 Book of Reproductions*.

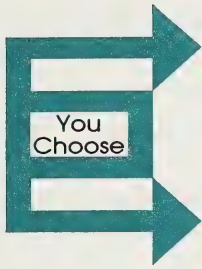


If you have access to the laserdisc *Sightlines*, find and view frame 21966.

OR



Turn to picture 49, Japanese Gardens, in your *Art 11 Book of Reproductions*.



If you have access to the laserdisc *Sightlines*, find and view frame 24247.

OR



Turn to picture 50, Butchart Gardens, in your *Art 11 Book of Reproductions*.

Can you imagine yourself relaxing in one of these places?

Activity 2: Yard Plans and Landscaping Public Places

Recognize design in landscaping. Explain the necessity of green spaces in the community.

Can you recall last summer? Do you remember seeing flowers in people's gardens? Do you recall the public parks filled with beds of flowers? These are just a few indications of a community using natural objects to beautify the environment.

1. Take a walk around your yard. If this is not possible find a photograph of a garden in a magazine or in a newspaper. Then do the following questions.
 - a. Draw a layout plan using a bird's-eye view (point of view from above) of the house, yard, and locations of plants and flowers. Use the blank page which follows for your plan.

- b. Refer to your plan. Can you see signs of planning the locations of the trees and flowers?

- c. If you have answered YES to question b. make a list of the reasons why you believe there was a plan.

- d. If you have answered NO to question b. make a list of the things that could be arranged to create an attractive environment.

- e. By planning a landscape around your home, can you say that it enhances the environment? Why or why not?

2. Do you have any green spaces such as parks or gardens around commercial buildings in the centre of your town/city? Are there trees or flower boxes lining the sidewalks?

3. List the reasons why people make the effort to create green spaces in the town/city.

4. In a magazine or book, find a photograph of a city (colour preferably) with green spaces. Examine it carefully. Cut some pieces of paper and cover all the plant life you see. List the feelings you get when all the plants have disappeared. Does the city look less attractive or the same as before?

Check your answer(s) by turning to the Appendix, Section 4: Activity 2.

Outside areas are as much a part of a person's well-being as inside areas, and they can influence a person's mood and feelings for a place.

Activity 3: Using Formal and Informal Designs

Develop the ability to recognize formal and informal designs in landscaping.

Appreciate that different cultures will use different means to employ the natural space that they inhabit.

1. Turn to picture 52, in your *Art 11 Booklet of Reproductions* and view carefully the picture of an informal English garden. Then answer the following questions.

- a. How does this landscape differ from the others you have seen previously? Make a list.

- b. Would you say that these plants were planned in their spaces, or happened naturally?

- c. Looking at the garden, do you sense a formal or an informal setting? Is this feeling one of naturalness in nature?

Check your answer(s) by turning to the Appendix, Section 4: Activity 3.

French royalty created formal sculptural and geometric designs in their gardens. The most famous of these environments is the Versailles Palace. The British monarchs created similar landscapes as reflected at Hampton Court, one of the homes of Henry VIII. Today, many English people prefer an informal setting for a garden. Plants, trees, and flowers are positioned to provide a natural and aesthetic appearance.

2. Look carefully at picture 45, Louis XIV Gardens at Versailles, and picture 46, Hampton Court Palace Gardens, in your *Art 11 Booklet of Reproductions*.

Compare the two gardens, and answer the following questions.

- a. Make a list of the similarities in the gardens.

- b. Of the two, which do you perceive to more formally planned?

- c. Do you notice a difference in the greenery at Versailles compared to Hampton Court?

- d. Refer to Activity 2. Comparing the ornate design of Versailles to a garden near you. Would you describe the garden near you as formal or informal?

3. Turn to picture 48, Banff National Park, and picture 47, Jasper National Park, in your *Art 11 Booklet of Reproductions* and answer the following questions.

a. Are the parks in a natural state?

b. Are people allowed to camp on the grounds? Are there rules to protect the park from the campers?

c. Make a list of reasons why people leave the town/city to go camping in these parks?

d. Do these national parks contribute to preserving natural beauty? Do these natural beauties enhance our environment?

Check your answer(s) by turning to the Appendix, Section 4: Activity 3.

The Japanese have formal plans for designing gardens. Some of these gardens are almost devoid of greenery. The dry planned landscapes of Japan are an ancient art form that expresses religious and philosophical ideas. These landscapes consist of rocks placed meticulously, with raked sand and incidental plants placed around the rocks. This stark beauty encourages the viewer to meditate upon the forms.

4. Turn to picture 51, Japanese “dry landscape” garden, attributed to Soami, (1500), Kyoto, in your *Art 11 Booklet of Reproductions* and study it carefully. Then answer the following questions.

- a. How does this garden differ from your garden or the European ones you have viewed. Make a list of these differences.

- b. Do you think these rocks happened by chance or were carefully planned by someone?

- c. Do you see a design raked into the sand?

- d. Would you conclude that someone must rake the sand each day?

e. What does the arrangement of the dry landscape suggest to you about Japanese culture?

f. Would you consider this to be a formal setting?

5. After examining the different landscapes select either a Japanese or European example. Give some reasons why the garden you chose may have been created.

Check your answer(s) by turning to the Appendix, Section 4: Activity 3.

Follow-Up Activities

If you had difficulty understanding the concepts in the activities of this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts it is recommended that you do the Enrichment.

Extra Help

Do one or both of the following questions.

1. Take a walk around your community. Make a list of the landscaping designed to enhance the environment (gardens or public grounds, parks, zoos, playgrounds, etc.).

Separate these into two categories of formal and informal designs.

2. Find examples of landscapes from magazines or newspapers. Classify them into informal and formal designs. Below each category, make a list of the qualities which make you believe they are formal and informal designs.

Check your answer(s) by turning to the Appendix, Section 4: Extra Help.

Enrichment

Do one or both of the following questions.

1. Refer to the reproduction of an informal English garden. See picture 52 in your *Art 11 Booklet of Reproductions*. Notice the heights of the plants. Draw a bird's-eye view plan of an informal landscape for your garden. Write the names of the plants in the spaces where they are to be located.

2. Find a formal landscape in your community or in a magazine. Examine it carefully. Make a list of things you would do to transform it into an informal setting.

Check your answer(s) by turning to the Appendix, Section 4: Enrichment.

Conclusion

Over time and culture, you have examined landscapes that were designed to enhance the environment. Humans have shaped nature into formal settings. They have also designed it informally as nature intended it to appear. Green spaces like parks and national parks are reserved for human enjoyment.

Landscapes, dry or verdant, create atmospheres of beauty and enrichment for everyone.

Module Summary

Art can influence the appearance of your environment, your home, your community, and even yourself. For the most part, art's function is to improve appearance, but it can also function to jolt the senses and influence the way people feel about the elements that are important in their lives.

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Assignment
Booklet

Turn to your Assignment Booklet and do the assignment(s) for this section.

Appendix

	Activities
	Follow-Up Activities

Section 1: Activity 1

Answers will vary depending on the occasions you choose, probably the more formal the occasion the longer the preparation time will be.

Section 1: Activity 2

1. The product being advertised is a Selig chair.
2. The design aspects being focussed on include
 - shape – simple, flowing
 - colour – dark
 - texture – smooth
 - form – elegant profile
3. The designer wished to present an elegant profile for the chair in a stark contrast by using light and dark. The painting of *Madame X* fits the requirement. She represents a standard of beauty that is similar to the chair's design: elegant shape, dark flowing contours. The use of *Madame X* also suggests that if you purchase such a chair, you too, will live in elegant style.
4. Simplicity highlights elegance. There are no shapes, lines, or patterns to distract from the figure of the woman. The easy pose is relaxed and graceful.
5. The woman in the advertisement has longer body proportions, is more angular, and is thinner. Her head is tilted back creating more sensual appeal. Her right hand is turned outward, resting on the chair, making the connection. The light shape of face and shoulders is not broken by dress straps.

Section 1: Activity 3

1. The following are stylistic features that might be interpreted as somewhat feminine:
 - the decorated hat
 - the jewelry
 - the rich satin fabric
 - the embroidery
 - the greatly enlarged puffed sleeves
 - the lace cuffs
 - the delicate hands
 - the rich wall-papered background
 - the careful pose
2. The following points indicate how Jean Clouet communicates the feeling of composure and power in his painting:
 - the wide neck and strong broad shoulders
 - the crown symbol that decorates the wallpaper
 - the strong somewhat arrogant expression
 - the richness of the clothing and accessories

Section 1: Follow-Up Activity

1. a. Pictures will vary.
b. Your pictures will vary. The differences should be obvious.
2. Answers will vary. Try to relate the objects to the imagined owner.

Section 2: Activity 1

1. a. Impractical things in this town plan should include the following points:
 - residential homes against the highway
 - playground and factory on the same lot
 - playground against the highway
 - tavern and hospital on the same lot
 - chemical factory in the centre of town
 - fire station beside residential homes
- b. To get to the playground from the school, you would have to cross a busy street and go past a factory.
- c. Factories should be located on the outskirts of town or in an industrial area.
- d. You would usually locate a chemical factory in a restricted industrial area, far from residences.
- e. This extra traffic should not be parked in front of the fire station. The front must be open to the street.
- f. It would not be convenient to go to city hall, the library, and the post office because they are not close enough to one another.
- g. There are no parking problems at the shopping centre because there is a designated parking lot. There is no parking at the pharmacy and the premises are next to the highway. One would have to park elsewhere and walk.
- h. You would not want your house near the highway because there is too much noise and pollution from vehicles.
- i. It would not be convenient to get to a gas station, you would have to drive through the business district.
- j. There would not be easy access to the park from the north side of town because you would have to cross the highway.
- k. A school should not be on a main street because there is too much traffic and noise. A school beside a tavern is also a poor location.

2. Your plan will depend on your walk. If possible, check the plan with an actual map of the central area of your town/city to see how accurate your plan is. You can draw your plan in the same way the map-diagram is drawn in question 1, Activity 1.
3. Look back at the discussion parts of question 1, Activity 1 to help you organize your town.

Section 2: Activity 2

1.
 - a. There are sculptures on and around the building.
 - b. There are sculptures on the upper part (inside the triangular shape) of the temple and directly above the front columns.
 - c. Because these sculptures are on the outside, they were created for public viewing.
 - d. The artworks add to the design and enhance the building. The building seems very plain without the sculptures.
 - e. The building is symmetrical and the columns give unity to the structure.
 - f. The Parthenon is built on a low mountain above the City of Athens. It was an important building to the ancient Greeks.
 - g. The temple was used for religious ceremonies and celebrations to honour the goddess Athena, the patroness of Athens.
2. Answers to questions a, b, c, and d depend entirely on the building you have seen. Be sure to name the building and indicate its location.
 - e. Your reasons for having these articles in your home might include the following:
 - They look pleasant or interesting on the walls and add to the atmosphere in the house.
 - Pictures add colour to the walls.
 - People like looking at artworks.
 - Other houses have artworks on their walls.
 - My parents like to put up art from different countries.
 - The artworks have sentimental or religious meaning.
 - We enjoy the images that remind us of trips we have enjoyed.
 - f. Yes. The reason why artifacts decorate buildings, public or private, are similar. No. Public buildings generally do not take into consideration individual preferences and family memories of people.

Section 2: Activity 3

1.
 - a. You may have listed some of the following materials:

• stucco	• metal
• wood	• bricks
• aluminum or vinyl siding	• cement
• glass	

b. This answer will depend on your region or local environment.

Your answers to c, d, and e will vary, depending on your home.

2. a. The materials used to build this cottage include wood, metal for the chimney pipe, and glass for the windows.
- b. The reasons for using these materials may include the following:
 - The natural materials blend with the environment.
 - The glass allows light into the building.
 - The metal chimney pipe is used to channel heat and smoke from the interior of the house to the outside.
- c. The trees are close to the house. Possible reasons for not removing the greenery and trees may include the following:
 - They create privacy and a shelter.
 - They are visually pleasing to the owner.
 - They enhance the building and the site.
- d. The cottage is built in a low style and is tucked into the greenery because the architect, Ron Thom, has designed a house that harmonizes with its natural environment. The texture of the roof, for example, blends with the trees.
- e. The architect has designed this cottage to blend into the existing environment. Yes, the cottage is an example of an architectural design that enhances a community since it harmonizes so well with the environment. A possible detraction might be the high-pitched roof.

Section 2: Follow-Up Activities

Extra Help

1. Your concert hall design should meet the following criteria.
 - The concert hall in the park is easily reached by people from different parts of the city.
 - There is sufficient room for the orchestra and audience.
 - The washrooms are conveniently located.
 - There is easy access to public telephones.
 - There is comfortable and gradually elevating seating for the audience.
 - There are roads and loading facilities provided for trucks.

2. A list of visual features which would encourage you to buy this home might include the following:

- the size of the home
- the carved front door
- the fireplace chimney
- the balcony
- the curved driveway
- the window shutters
- large windows
- the style of the house
- the brick exterior
- bay window
- landscaping

Enrichment

1. In your futuristic housing development plan, you should include

- suitable dwellings for the population
- parking for cars
- schools
- playgrounds
- shopping and health care facilities
- access to public transportation
- a day-care centre
- recreation facilities
- places for religious worship

2. Your list of reasons for selecting this site might include the following points:

- The site is open to the public.
- The site is accessible at all times.
- The site is not affected by adverse weather conditions.
- The site is affordable.
- The artwork will harmonize with the site.

Your public art project might be one of the following:

- a sculpture
- a mural on a building or a wall
- a fountain
- an art gallery
- a Japanese garden
- a large tapestry or other fabric wall decoration
- an installation
- a huge mobile

Section 3: Activity 1

1.
 - a. shape: The pedestal table is round, balanced on a single cylindrical shape, supported by curved and shaped wooden supports. The plexiglass table is composed of simple, undecorated shapes.
 - b. structure: The pedestal table is constructed from wooden parts; the plexiglass table is a continuous plastic form. The form is constructed from a mold.
 - c. weight or mass: The pedestal table seems solid yet finely balanced. The plexiglass table appears light.
 - d. decorative aspects: The pedestal table has decorative features on the table top edge, on the supporting shaft, and on the floor supports. The plexiglass table is undecorated.
2. Pictures of the two rooms should show opposites corresponding to the differences noted in question 1.

Section 3: Activity 2

The placement of the pictures will depend to a large extent on the rooms you have selected from magazines.

- Mark Rothko's painting, *Tan and Black on Red* is suitable for a contemporary interior.
- The Georgia O'Keeffe painting is a large painting and requires adequate wall space. It might also be more suitable for a contemporary style interior.
- The still life painting by Paul Cézanne is suitable for either a traditional interior or a contemporary interior.

Section 3: Activity 3

1. Question 1 is your tracing of the car wheels.
2.
 - a. size: The size of the car wheels has diminished.
 - b. proportion to the rest of the car: In proportion to the rest of the car, the size of the wheel has become smaller. The car body has become larger and more efficient.
 - c. construction: The wheels have become heavier and more solid. Hub caps seem to be more prominent.

Section 3: Activity 4

1. The four adjectives which most appropriately describe this house are *functional*, *gabled*, *decorative*, and *compact*.
2. Answers will vary; the following is a possibility:

This is a once-in-a-lifetime opportunity for you to buy a home in the desirable Royal Oaks acreage subdivision. The house is totally energy efficient and is equipped with the latest heating and indoor climate control. The functional interior has five bedrooms, a beautiful contemporary compact kitchen with all the latest appliances, separate dining room, a large oak-panelled family room finished with old-fashioned workmanship, two fireplaces, and three full bathrooms. The exterior is a unique combination of traditional, decorative design and today's contemporary style.

Section 3: Follow-Up Activity

1. Critics may have called Christo's work "an assault on the environment" because
 - the works are destructive to the environment
 - the works create unnatural barriers
 - the works do not harmonize with the environment
2. Answers will vary; the following are possibilities:
 - Yes, I agree with the critics. The environmental damage to plant and animal life forms does not justify the installation works.
 - No, I don't agree with the critics. Industrial waste is more harmful to the environment than Christo's art.
 - Christo makes the world his gallery.
 - Christo makes art an experience.
 - Christo causes us to look at ordinary things in a different way.
3. Traditionally art and the environment existed in harmony. Christo's art often creates some conflict with the environment. Traditional art is generally of modest scale, Christo's art spans acres of space.

Section 4: Activity 1

This requires no written answer.

Section 4: Activity 2

1.
 - a. Remember that a bird's-eye view is from above.
 - b. The answer will depend on your garden's layout.
 - c. If you answered YES you might have some of these reasons:
 - The plants are evenly spaced.
 - The plants are only in certain places.
 - The trees are in a cluster.
 - The plants are only near the perimeter of the property.
 - The trees soften the edges of the house.

d. If you answered NO, you might have several of these responses:

- The trees could be spaced apart to let sunshine in.
- Several bushes can be removed to avoid crowding.
- Flowers can be planted in front of the bushes to add colour.
- A pathway can be installed so you could walk through the garden.
- Grass can be planted to provide green space.

e. You might have these answers:

- Landscaping enhances a house because greenery is pleasant to look at. Trees soften the edges of houses.
- Landscaping creates an environment with different textures and colours.
- Landscaping does not enhance a house, it detracts from the style of the house.
- Landscaping is only nice to look at in the summer and does nothing for the house in the winter.

2. Answers to this question will depend on the landscaping in your town/city.

3. People create green spaces in towns/cities to

- break the monotony of the buildings
- provide green spaces that will add to the beauty of the town
- provide parks for people

4. You might have some of these answers:

- The city looks stark and gloomy.
- There are only dominant geometric shapes of the buildings.
- The city seems a monotone grey.

Section 4: Activity 3

1. a. This landscape may be different than those previously seen because

- plants and flowers grow in wild profusion
- many different plants are in close proximity such as trees, bushes, flowers
- many different colours of flowers are seen

b. Some of these plants were planned in designated places, but others grew naturally from the seeds.

c. You would sense an informal setting similar to natural growth patterns.

2.
 - a. Greenery is arranged into formal and geometric patterns. Pathways are found in both gardens.
 - b. Versailles is more formally planned.
 - c. Yes. Hampton Court seems to have larger forest-type trees as part of its landscape.
 - d. This answer will depend on the garden you use for comparison.
3. Answers will vary. The following answers are based on Banff National Park.
 - a. The natural state is kept as much as possible. There are areas that have been cleared for picnic sites, campgrounds, hiking trails, and other activities.
 - b. There are several campgrounds in the park. Rules and restrictions exist as to length of stay, noise, open fires, waste disposal, use of washroom facilities, and other campground concerns.
 - c. People go camping in this park because of the beautiful mountain scenery, the green forests, sparkling lakes and streams, challenging hiking trails, fresh mountain air, and excellent fishing.
 - d. Banff National Park contributes greatly to preserving the natural beauty of this area by keeping commercial development like lumber mills out. There is little doubt that national parks like Banff enhance the Rocky Mountain environment for people.
4.
 - a. Some of the differences in the gardens include the following:
 - The Japanese garden has no green plants, only sand and rocks.
 - European gardens have greenery.
 - The Japanese garden seems stark and bare.
 - European gardens have many different plants and flowers.
 - The Japanese garden has little use of colour.
 - European gardens have colourful flowers.
 - b. These rocks were carefully planned and placed by someone.
 - c. There is a line pattern raked into the sand.
 - d. Yes, someone must rake the sand each day to remove any leaves or debris that have fallen onto the sand surface.
 - e. The arrangement of the dry landscape suggests that the growing of plants is not desired.
 - f. The garden is a formal setting.

5. Some of the following reasons should be included in your answer.

Japanese garden

- to isolate a special form like a rock
- to provide an object for contemplation
- to create an oasis of silence and peace
- to make a spiritual experience

English formal garden

- planned to look “unplanned”
- planned to have some surprises
- need to experience nature
- desire to create design with spaces, trees, shrubs

Section 4: Follow-Up Activities

Extra Help

1. Answers will depend on what you see on your walk.
2. Formal examples will have plants, greenery, rocks, and pathways which are arranged into planned designated spaces and geometric patterns.

Informal examples will have plants, trees, and greenery in wild profusion.

Enrichment

1. A bird's-eye view is from above. Be sure you have indicated placement of plants.
2. Answers will depend on the visual you selected.



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